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ABSTRACT

The four games in this booklet are designed to stimulate critical thinking about the effects of structural and cultural issues on society and on the process of social change. The first and original game, "The Growth Game," gives participants a hands-on experience with the basic theoretical constructs of a Marxian critique of the mainstream tenets of economic growth. Developed for community organizers and "development workers" from the United States, Asia, Africa and Latin America, the game helps players to understand the impact of inequality on economic opportunity and the "dependency" critiques of the economics most students have learned. The remaining three games were created to fit other audiences and cultural contexts and address different dimensions of power and inequality. The games include: "The Power Game"; "The Class and Gender Game"; and "The Education and Gender Game." All four variations share the same goal of offering participants the opportunity to grapple with the impact of historical inequalities in power, resources, and other valued social goods. Complete instructions for play are included in the booklet. (EH)

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critical games

Four games to help develop critical perspectives on economic and social development.

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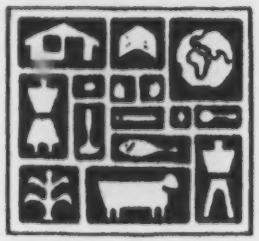
CRITICAL GAMES

the growth game
the power game
the class and gender game
the education and gender game



Four games to help develop critical perspectives on economic and social development.

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INTRODUCTION

The Purpose of these 'Critical Games'

These four games are designed to stimulate critical thinking about the effects of structural and cultural issues on society and on the process of social change. Players using these games simulate experiences of social inequality, leading them into analyses of and strategies to struggle against unjust social arrangements. Using experiential learning techniques, players compare their experiences and develop critical perspectives. The games seek to develop a deeper appreciation of current historical events as well as interest in the theoretical literature addressing different forms of inequality.

Included in this publication are full instructions and supplies for playing four variations of the game. The first and original game, called The Growth Game, is designed to give participants a "hands on" experience with the basic theoretical constructs of a marxian critique of the mainstream tenets of economic growth. The Growth Game was originally created to help community organizers and 'development workers' from the U.S., Asia, Africa and Latin America understand the impact of inequality on economic opportunity, and to ease their way into 'dependency' critiques of the economics most of us have learned. Dependency theory deals with some of the structural dynamics operating in different social and economic relationships. It illuminates marxian ideas about production, value and exchange by simulating the capitalist production process in a way that shows the historical inequalities underlying accepted ideas about economic development.

The other three games were created to fit other audiences and other cultural contexts; and these

"The first time we played the Growth Game with a group of all women it was with 20 women graduate students in their 6th or 7th week of a semester-long course on 'Gender Issues in Development.' The students ranged in age from late teens to late 50s, and represented many different ethnicities, with many from the U.S., three from Africa, two from Latin America and four from different parts of Asia. The two of us who were facilitating were astounded to observe that every one of the four game groups tried some kind of cooperative strategy to share resources within their group, or to blunt the impact of inequality and competition. Some of the players helped each other out informally; while others collectivized the entire group's resources from the start of the game. At the close of the game, there were none of the 'big winners' that usually emerge. We as facilitators knew that there was nothing different in this instance about the way the game was introduced; the difference had to be the context, the fact that it was a group of women who had know each other for several months, who had spent time together talking about both development and feminism."

Mary Jo Connelly

games also address different dimensions of power and inequality. These variations deal with: 1) how relationships of power and social custom affect development efforts, particularly in regard to issues of gender (The Power Game); 2) how relationships of power, knowledge, and political interest affect development efforts within a given context (The Class and Gender Game); 3) how people negotiate for "permission" to take action in development efforts, with a specific focus on women's efforts to acquire an education (The Education and Gender Game). All four variations share the same goal: to offer participants the opportunity to grapple with the impact of historical inequalities in power, resources and other valued social goods.

Adapting the Games to Different Cultural Contexts

These games and their variations have been successfully used with a variety of groups. They have been used in academic settings to introduce economic and social theory, and with community groups in the U.S.A., India and West Africa to develop critical perspectives on such issues as housing, community development, gender, and literacy. The games are intended to be accessible to people with varying levels of literacy and formal education. Because playing pieces use symbols rather than written words, all of the games may be played with people who are not literate.

"I have facilitated this game a number of times with groups that were predominantly or entirely Muslim, including government officials from Indonesia and Pakistan, as well as villagers and literacy workers from Mali and Senegal. (All of these were in the context of training and study tours taking place in the United States). A number of times, groups remarked on how high the interest rates for borrowing capital were. This was a common complaint among all kinds of groups; but Muslim players seemed more sensitive to it, since their religion forbids usury and advocates regulated interest rates. One time, one of the tables of five players decided that they were morally bound to change the rules to eliminate interest, since it conflicted with their beliefs. This provided a very interesting opportunity for discussion between the group that had changed the rules and the groups that had assumed they had to go along with the interest rates, however uncomfortable."

Mary Jo Connelly

We hope that each instructor or facilitator who picks up these games creates their own context-specific and culturally-specific version. We have tried to help you use the text to investigate your own particular context and to develop playing pieces (e.g. cards, symbols, roles) that will help you to use this as an effective experiential learning tool. We have tried to keep the basic games simple and open to variation so that players can use a variety of cultural interpretations and strategies. For example, some groups who have played this have used cooperative strategies of resource sharing (instead of each player making her or his own way).

Other groups have changed the rules on bank loans and interest to conform to their own Islamic

values about avoiding usury. Some groups have built specific characters (e.g. rich widow, poor male worker) into the games so that other characters could follow appropriate social rules for interacting; while other groups find this unnecessary.

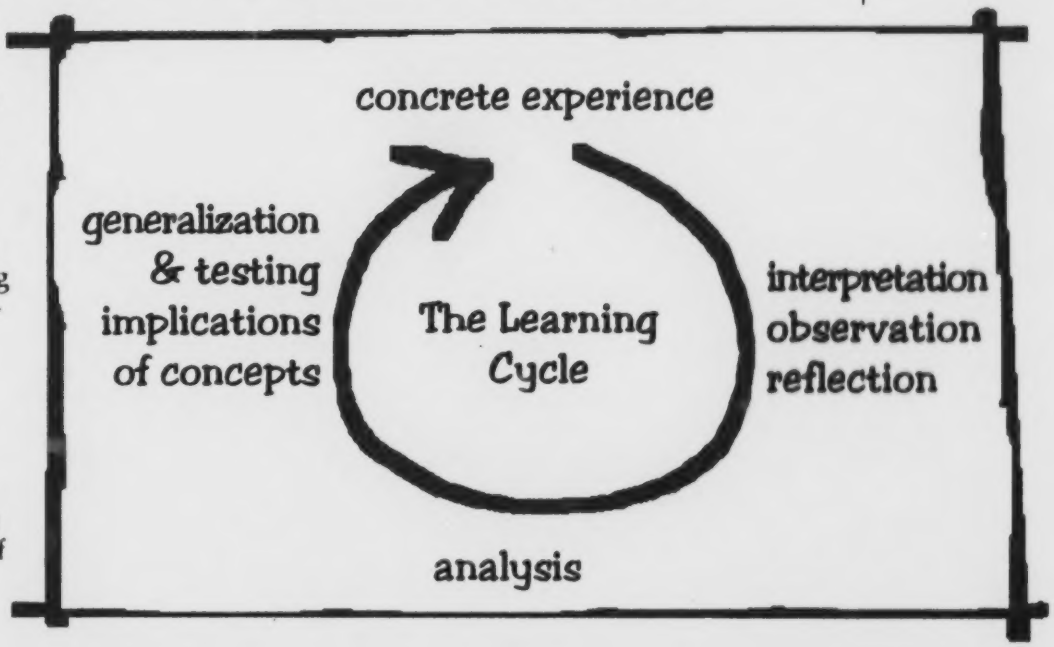
Other groups have adapted the basic game for their own purposes. If you produce a variation of the game, or have comments on adapting the games to your cultural context, or have anecdotes like the ones above, please let us know.

Making the Game

After the description of each game, you will find templates for pieces for the game. We suggest you photocopy the templates, paste them onto thin card, and then cut out the pieces. Using different colored card so that each of the four symbols is a different color also helps.

Facilitating the Game

The games are based on the principles of experiential learning. They use a simple card game as a springboard for analyzing structural inequality in a variety of particular contexts. Experiential learning starts from the premise that a shared experience can provide the entry- point for powerful learning. Kurt Lewin, a social psychologist who pioneered in the field of experiential learning conceived of learning as a four-stage cycle. (See diagram to right).



Analysis

Conceptual knowledge, then, is constructed by learners through sharing and analysis of their own experiences, rather

than received from an external authority. Participants' experiences from playing the game are processed in a discussion led by a teacher/facilitator, and then integrated using a series of debriefing questions that follow the Experience-Interpretation- Analysis sequence.

All four variations keep rules and playing pieces to a minimum. The games are played in small groups, and it is preferable to have at least two or three groups play at once, so that they can compare strategies and learning.

We have found that it is very important to introduce the games in a way that encourages people to follow their instincts and to innovate. In 15 or 20 minutes of play, participants begin to uncover the unspoken, and generally self-contradicting 'rules of the game' of economic growth, community development, and the empowerment of women, as these play out in historically unequal social contexts. By pitting their wits against the 'system', participants come to appreciate the limitations of what can be achieved without a fundamental challenge to the fundamental 'rules of the game.'

"Every time we play the game, there's usually at least one person in one of the groups who is willing to defy, stretch or change the rules. Of course, this experience of challenging the 'rules of the game'--or of questioning why you didn't dare to!--is one of the most powerful learnings of this game. It is usually the players with the worst hands who recognize and challenge the rules of the game. For example, a number of times I've seen two or all three 'poor' players band together to withhold their labor or primary products from the 'rich' player until he or she was willing to meet their terms. Other times the poor players have boycotted the bank, in an effort to get the bank to change its lending practices. Sometimes an entire group will collectivize its resources from the start--something that's not prohibited or even addressed by the 'rules.' I've also on occasion seen the rich player try to find ways to bridge the gap, for example choosing one of the poor players as a partner and giving him or her favorable trading terms; or starting a 'foundation' to 'help' the poor players. This 'guilty rich' strategies, while they deviate from the role we might expect of the rich player, usually fall well short of challenging the rules of the game."

Mary Jo Connelly

Facilitating the Processing Discussion

A longer, structured debriefing and discussion are the key to drawing out a deeper level of learning from participants' experience of playing the game. Instructions for each game includes a suggested sequence of processing questions. Facilitators are, of course, encouraged to choose questions that reflect their context, participants, and learning emphases.

Processing begins with each group being 'debriefed' as to what happened in their game. As different groups report on what happened, for example, when they tried to develop their economy, they begin to see more clearly how historical inequalities played a major role in determining what opportunities

and outcomes were available to different players, regardless of the different strategies and approaches they tried. The debriefing process also helps call into question the power relationships behind the game's rules and rule-making. It can illuminate some of the processes by which greater or lesser value is attributed to some commodities or social groups.

The final stage of the discussion challenges participants to apply their new or deepened awareness of power, inequality and value attribution to understanding their own situation. In this stage, most participants begin to try out a structural mode of analysis that will help them understand social relations and social change differently. This lays the groundwork for introducing relevant concepts and theories such as dependency theory, analyses of gender relations, Foucault's ideas about power, and concepts of institutional oppression and privilege.

The discussion also offers the opportunity to make connections between different dimensions of power or access. For example, in the Growth Game a discussion on the low social value placed on labor relative to technology often provokes discussion about other structural inequalities that operate to value people's labor differently, such as gender, race, and educational level.

Linking the Games to Critical Social Theory

These games were created as an entry point to structural, relational and historical ways of thinking about the world. The authors have found that analytic frameworks rooted in critical theory and other strains of Marxist thought, as well as some kinds of feminist and postmodern thinking, require a conceptual 'leap' out of the functional, linear, problem-solving mode of thought that is habitual for most Western-educated people and in institutions operating by Western rules. 'Critical Games' is intended to be a tool for helping people to make that leap into thinking structurally, historically and critically about their own situations, whether they are students wrestling with the contradictions of economic growth or community groups analyzing the roots of their problem with poverty, housing or women's education.

Each of these games was created to introduce participants in a hands-on way to specific kinds of critical social theory. For example, the Growth Game has key concepts of marxian

"In playing the 'Growth Game' with a group of neighborhood advocates working for affordable housing in several U.S. cities, we built in an additional 'critical activity' after the game and its debriefing. We asked participants to use this example of a 'critical game' to develop their own variation, the 'Housing Game.' This exercise wasn't really intended to design a full-fledged experiential game; rather, it was intended to help people reflect and articulate the dynamics of power, privilege and structural inequality built into the housing industry. Participants had a great time telling us what are the specific 'rules of the game' they've encountered as they pertain to banks, owners, and poor people seeking housing."

Mary Jo Connelly

economic theory of the dependency school embedded in it. Players experience 'historical relations of inequality,' the 'development of underdevelopment' and other basic ideas from dependency theory. In the Power Game, participants are obliged to trade in knowledge as a factor of power and access as a valued social commodity.

The authors have found that the power inequalities they experience and analyze in these games make it much easier for participants to 'make the leap' into structural, historical and critical ways of thinking. Participants begin by 'deconstructing' and analyzing concrete experiences, and only later move on to the abstract concepts. This learning process makes critical theory much more accessible: something participants can reflect on in light of their own life experiences, rather than a distant and absolute doctrine.

Each of the games explores different meanings of the word "capital." In the Growth Game, capital is the value of the stock of accumulated goods which is the outcome of an industrial system that combines money, labor, primary products, and technology. In the Power Game, capital is regarded as "cultural capital": capital that is an outcome of "knowing the ropes" of a particular system and the ability to speak its "language", both literally and figuratively. In the Class and Gender Game, capital is regarded as "social capital": capital that is the product of the bonds of obligation and exchange between class and gender relations. In the Education and Gender game capital is regarded as "human capital": capital that an individual gains by education, training, and experience.

Education for Critical Consciousness & Social Action

This approach to introducing theory is very much influenced by the educational ideas of Paolo Freire, critical education, popular education and feminist pedagogy, as well as experiential learning theory. For those who may be interested in exploring these areas further, we have provided below a short list of additional resources.

In keeping with Freire, we have tried to create games that offer an invitation to dialogue on issues that are often central to the lives of the participants. Our intention is to help participants move from the analysis of power and inequality experienced in the games, to a deeper analysis of how power and inequality operate at societal and global levels, and also how they operate in the participants' own communities and lives. Bolivian popular educators have used it to learn dependency theory; Malian literacy educators to do a gender analysis of their work; and, U.S. community housing activists to apply marxian economics to their work. The games attempt to help develop 'critical consciousness' by highlighting issues of power and inequality based on class, gender, race, knowledge, access and other social valuations. Finally, these games intend to 'educate for action' in that they are part of the process whereby people use analysis and theory in the service of acting to change their lives and work towards a more just and equal world.

the growth game

Goals

1. To increase participants' understanding of the structural and historical dynamics underlying economic development.
2. To study how the initial unequal distribution of resources between social groups or nations affects patterns of growth.

Group size

Each game requires a group of 5 players. The game is best played with three to five groups with five players in each group so that the different experiences of the groups can be compared during processing. Up to 40 players can be accommodated in this way, but processing such a large number can be time consuming.

Time required

Approximately one and a quarter hours depending on the number of players. Allow 5 minutes for giving instructions (it is important that the instructions be very brief and should not be more detailed than those outlined in the instruction sheet), 15 to 20 minutes to play the game, and 45 minutes for processing (longer depending on group size).

Materials

1. Newsprint, masking tape, and a felt-tipped marker.
2. The Official Exchange Rate is copied onto newsprint and posted on a wall.
3. Each group of five players has a packet containing the following specially produced cards:

38 money cards
33 labor cards
26 primary products cards
7 technology cards 20 capital cards

Unknown to the players, before these cards are handed out they are grouped into three 'Poor' hands and one 'Rich' hand. Each of the 'Poor' hands contains 12 cards:

1 money card
4 primary product cards
7 labor cards

The 'Rich' hand contains a different mix of 12 cards:

1 technology card
5 money cards
4 primary products cards
2 labor cards

The Bank has 6 technology cards, 30 money cards, 10 primary product cards, 10 labor cards, 20 capital cards.

Physical Setting

A room large enough for the three to five groups to meet comfortably and independently.

Process

1. The facilitator divides participants into groups with five players in each group. One member of each group is chosen as banker. He or she is supplied with a set of bank cards and a list of the exchange rates.
2. The facilitator gives out the pre-prepared hands of cards to each group, reads the rules of the game, and verbally explains the exchange rates listed on the flipchart. It is important to present the game and the rules in a way that encourages participants to feel comfortable following their instincts and innovating.
3. After about 10 to 15 minutes, the facilitator brings the groups together. She then processes what happened by debriefing one group at a time. The other groups listen while one group is being debriefed. The facilitator should develop debriefing questions that reflect his or her priorities and context; but they should follow the experiential learning sequence, addressing Experience (E), Interpretation (I), Analysis (A), and Generalization (G) in that order.

The following sample questions may be helpful for the facilitator in developing his or her own debriefing sequence:

- **E** What happened in your group? (ask different members)
- **I** What do you think/feel about what happened? (again, ask several members)
- **A** How did the starting point - i.e. the inequalities - affect the outcome?
- **A** How did the exchange rate or the way things were "valued" affect the outcome?
- **A** What was the role of Loan/Debt?
- **A** What kind of cooperation or resistance emerged? What effect did they have?
- **A** Who were the winners and losers? Did the winners lose anything? If so, what?
- **G** What did you learn, re-learn, come to understand as a result of your experience?
- **G** What meaning/sense did you make from your experience?
- **G** How can you apply what you have learned?
- **G** Can you think of other dimensions of inequality you might add to this game next time? (e.g., make different labor cards, with different value, for men and women; or for workers of different races; or for workers with educational levels)

the growth game instruction sheet

It is important that players be just given the minimum instructions necessary to start the game. The reason for this is to try to encourage players to be as creative as possible in the strategies they use to try to beat the "system." We suggest you read the instructions given below and then insist that players begin the game. Circulate among groups to answer questions that emerge as they play, but avoid the temptation to be directive.

The Rules of the Game

1. The task of each player is to grow their own economy as quickly as possible. The player who accumulates the most capital wins. (Different players will interpret their situation as being separate nations or as being separate interests/classes/people within the same nation. It's good to leave this ambiguous, since one of the 'learnings' is how historical inequality operates in structural ways at all economic levels.)

Players try to increase their capital by collecting full sets of symbols representing the four key factors of production (technology, labor, money, and primary products). When a player has collected a full set of four different cards, they can be turned into the bank in return for 1 unit of capital and 10 units of money which represents the profit made from 'surplus value.'

Once you have completed one transaction, keep playing to increase your capital as much as you can.

2. You may only exchange cards at the bank at the official rate. However, you can negotiate a different exchange rate for transactions with other players.

3. Players can ask for a loan of five units of money from the bank at any one time. However, the loan plus interest must be repaid when a player turns in a completed set. This means that the bank will deduct the five units of money plus three units of money for interest from your payment of 10 units of money.

4. Players may try any strategy that will help them increase their capital.

The Official Exchange Rate for the Growth Game

1 unit of technology	=	20 units of labor or, 10 units of primary products or, 5 units of money
1 unit of money	=	4 units of labor
1 unit of primary products	=	2 units of labor
1 unit of capital	=	1 unit of technology + 1 unit of money + 1 unit of primary products + 1 unit of labor

Facilitator Notes

the power game

Goals

1. To increase participants' understanding of how initial power relationships effect the outcome of social change efforts.
2. To study the relationship between power and cultural capital such as power, money, political networks, knowledge, and human resources.
3. To explore the effects of various strategies for dealing with power relationships.

Group Size

Each game requires a group of 7 players. The game is best played with three to five groups with 7 players in each group so that the different experiences of the groups can be compared during processing. Up to 40 players can be accommodated in this way, but processing such a large number can be time consuming.

Time Required

Approximately one and a quarter hours depending on the number of players. Allow 5 minutes for giving instructions (it is important that the instructions be very brief and should not be more detailed than those outlined in the instruction sheet), 15 to 20 minutes to play the game, and 45 minutes for processing (longer depending on group size).

Materials

1. A copy of The Power Game Instruction Sheet for each participant.
2. A copy of The Exchange Rate Sheet for the individual in each group who has been designated as banker (a copy of this sheet should be made on newsprint and posted on a wall).
3. Each group of players has a set of packets of cards distributed in the following way:

The World Bank:

6 power cards
20 money cards
12 political contact cards
4 knowledge cards
3 human resource cards.

A National Government:

5 power cards
10 money cards
20 political contact cards
5 knowledge cards
5 human resource cards.

A University:
- 4 power cards
- 12 money cards
- 5 political contact cards
- 20 knowledge cards
- 4 human resource cards.

An International NGO:
- 3 power cards
- 15 money cards
- 10 political contact cards
- 10 knowledge cards
- 7 human resource cards.

A Local NGO:
- 2 power cards
- 5 money cards
- 5 political contact cards
- 10 knowledge cards
- 23 human resource cards.

A Community Self Help Group:
- 1 power card
- 5 money cards
- 5 political contact cards
- 20 knowledge cards
- 19 human resource cards .

4. Blank paper and a pencil for each participant.
5. Newsprint, masking tape, and a felt-tipped marker.

Physical setting

A room large enough for the group or groups to meet comfortably and independently.

Process

1. The facilitator can use the list of organizations presented above or can help participants develop their own list of interest groups. Each individual player represents one interest group or organization. It is recommended that the number of groups chosen is between 4 to 6. In order for the game to work, the interest groups must conform to the general hierarchy of power and resources exemplified in the sample list below:
   - The World Bank *(most powerful with most cultural capital)*
   - A Government
   - A University
   - An International NGO
   - A Local NGO
   - A Community Self Help Group *(least powerful with least cultural capital)*
2. The facilitator divides participants into groups with six to nine players in each group. One member of each group is chosen as banker. He or she is supplied with a set of bank cards and a list of the exchange rates.
3. The facilitator gives out the pre-prepared hands of cards to each group, reads the rules of the game, and verbally explains the exchange rates listed on the flipchart.
4. The task of each player is to acquire as much cultural capital as possible so you can institute the social changes your interest

group is committed to. Players try to collect full sets of cards (one each of power, money, political contact, knowledge, and human resources). When people have collected a complete set of cards, they can exchange that set for one cultural capital card at the bank.

5. Players may exchange cards at the bank at the official exchange rate. They can try any strategy which will help them best achieve the goal of power.

6. After about 10 to 15 minutes, the facilitator brings the groups together. He or she then processes what happened by debriefing one group at a time. The other groups listen while one group is being debriefed. Any of the following questions may be helpful to use in the debriefing:

- ❑ What happened in your group? (Each group should report out)
- ❑ How did the starting point/historically based inequality effect the outcome?
- ❑ How did the exchange rate or the way things were "valued" effect the outcome?
- ❑ What strategies did you try? What effects to they have?
- ❑ Did any of the groups try to change the rules? If so how/what happened?
- ❑ Did any of the groups run into the "hidden rule"? (Explain the hidden rule and discuss whether participants think it is a realistic rule and if so what that may mean?)
- ❑ What kinds of feelings to you have about this game? Why?
- ❑ What did you learn, relearn, come to understand as a result of your experience?
- ❑ What meaning or sense did you make of your experience?
- ❑ In what ways, if any, can you use or generalize your experiences with this game?

The debriefing questions can be condensed or adapted to the context, but they should follow the sequence: Experience (E), Interpretation (I), Analysis (A), and Generalization (G).

the power game instruction sheet

It is important that players be just given the minimum instructions necessary to start the game. The reason for this is to try to encourage players to be as creative as possible in the strategies they use to try to beat the "system." We suggest you read the instructions given below and then insist that players begin the game. Circulate among groups to answer questions that emerge as they play, but avoid the temptation to be directive.

The Rules of the Game

1. The aim of the game is to make as much cultural capital as possible by collecting full sets of symbols. The symbols represent five key factors of cultural capital: the power one already has, money, political contacts, knowledge, and human resources. When you turn in a complete set of five cards to the bank, you will receive one cultural capital card.
2. You may only exchange cards at the bank at the official rate. However, you can negotiate a different exchange rate with other players.
3. In order to acquire more complete sets of resources than you have been given, you may:

a. Exchange with other players representing interest groups.

b. Borrow from the bank at a two to one interest rate, e.g. a one dollar loan will end up costing you two dollars at the pay back time, a knowledge card will end up costing you two knowledge cards at the pay back time, and so on.

c. If after 5 minutes of play you can not replay your loan, you must bargain with one of the other players to pay off our debt.

Specific Instruction for the Banker Only

(do not read this to the group)

The banker distributes power cards, make loans, and calls in debts. In addition, the banker must also enforce the hidden rule:

Players are not stopped from engaging in cooperative strategies to acquire social capital, but only up to a point. The hidden rule is that they cannot decide to dissolve their power differences by putting all of their resources in a common pot and then redistributing them. If this looks like happening, then the banker must instruct the group that he or she will end the game if the group insists on pursuing this strategy. However, note that if players can reach agreement, they can change the rules of the game. For instance, they can agree to change the relative values of the resources by changing the exchange rates.

The Official Exchange Rate for the Power Game

2 units of money	=	1 unit of power
4 units of political contacts	=	1 unit of power or 2 units of money
6 units of knowledge	=	1 unit of power or 2 units of money or 4 political contacts
8 units of human resources	=	1 unit of power or 2 units of money or 4 units of political contacts or, 6 units of knowledge
1 unit of cultural capital	=	1 unit of power + 1 unit of money + 1 unit of political contacts + 1 unit of knowledge + 1 unit of human resources

Facilitator Notes

the class & gender game

Goals

1. To increase participants' understanding of how class and gender issues affect social change efforts.
2. To study the dynamics between gender, wealth, and knowledge.
3. To explore the effects of various strategies for dealing with issues of class, gender and social change.

Group Size

Each game requires a group of 7 players. The game is best played with three to five groups with 7 players in each group so that the different experiences of the groups can be compared during processing. Up to 40 players can be accommodated in this way, but processing such a large number can be time consuming.

Time Required

Approximately one and a quarter hours depending on the number of players. Allow 5 minutes for giving instructions (it is important that the instructions be very brief and should not be more detailed than those outlined in the instruction sheet), 15 to 20 minutes to play the game, and 45 minutes for processing (longer depending on group size).

Materials

1. A copy of The Class and Gender Game Instruction Sheet for each participant.
2. A copy of The Exchange Rate Sheet for the individual in each group who has been designated as banker (a copy of this sheet should be made on newsprint and posted on a wall).
3. Each group of players has a set of packets of cards distributed in the following way:

A male of the owning class:
- 6 money cards
- 20 status cards
- 8 time cards
- 4 energy cards, and
- 2 potential cards.

A widow of the owning class:
- 20 money cards
- 6 status cards
- 8 time cards
- 4 energy cards, and
- 8 potential cards.

A professional class male:
- 10 money cards
- 16 status cards
- 4 time cards
- 10 energy cards, and
- 6 potential cards.

A professional class, single female:
- 8 money cards
- 4 status cards
- 6 time cards
- 14 energy cards, and
- 8 potential cards.

A working class male:
- 5 money cards
- 10 status cards
- 14 time cards
- 6 energy cards, and
- 6 potential cards.

A working class wife:
- 4 money cards
- 2 status cards
- 6 time cards
- 18 energy cards, and
- 10 potential cards.

4. Blank paper and a pencil for each participant.

5. Newsprint, masking tape, and a felt-tipped marker.

Physical Setting

A room large enough for the group or groups to meet comfortably and independently.

Process

1. The facilitator can use the list of assigned roles presented here or can help participants to chose a different list of class positions to work with. Each individual player represents one particular position in a class hierarchy. In order for the game to work, the positions must conform to the general hierarchy of status and power exemplified in the sample list below:

A male of the owning class with limited financial resources (most social capital)

A widow of the owning class with significant financial resources

A highly educated, professional class male

A highly educated, professional class, single female

A working class, uneducated male

A working class, uneducated wife (least social capital)

2. The facilitator divides participants into groups with six players in each group. One member of each group is chosen as banker. He or she is supplied with a set of bank cards and a list of the exchange rates.

3. The facilitator gives out the pre-prepared hands of cards to each group, reads the rules of the game, and verbally explains the exchange rates listed on the flipchart.

4. The task of each player is to acquire as much social capital as possible in the time available, and thereby maintain or change your social

status relative to the other players. Players try to collect full sets of cards (one each of money, status, time, energy, and potential). When people have collected a complete set of cards, they can exchange that set for one social capital card at the bank.

5. Players may exchange cards at the bank at the official exchange rate. However, the can try any strategy which will help them best achieve social capital.

6. After about 15 to 20 minutes, the facilitator brings the groups together. He or she then processes what happened by debriefing one group at a time. The other groups listen while one group is being debriefed. Any of the following questions may be helpful to use in the debriefing:

- ❑ What happened in your group? (each group should report out)
- ❑ How did the starting point/historically based inequality effect the outcome?
- ❑ How did the exchange rate or the way things were "valued" effect the outcome?
- ❑ What strategies did you try? What effects do they have?
- ❑ Did any of the groups try to change the rules? If so how/what happened?
- ❑ What kinds of feelings to you have about this game? Why?
- ❑ What did you learn, relearn, come to understand as a result of your experience?
- ❑ What meaning or sense did you make of your experience?
- ❑ In what ways, if any, can you use or generalized your experiences with this game?

The debriefing questions can be condensed or adapted to the context, but they should follow the sequence: Experience (E), Interpretation (I), Analysis (A), and Generalization (G).

the class & gender instruction sheet

It is important that players be just given the minimum instructions necessary to start the game. The reason for this is to try to encourage players to be as creative as possible in the strategies they use to try to beat the "system." We suggest you read the instructions given below and then insist that players begin the game. Circulate among groups to answer questions that emerge as they play, but avoid the temptation to be directive.

The Rules of the Game

1. The task of each player is to acquire as much social capita or privilege as possible in the time available, and thereby maintain or change your social status relative to the other players. This is achieved by exchanging cards with other players and then buying "privileges" at the established exchange rate. The cards represent five key factors of social capital which is expressed in this game in terms of privileges: status, money, time, energy, and potential.
2. Players must continue to engage in exchanges and purchases for as long as the game is being played - they cannot retire and live off their already gained social capital.
3. For people from the working class and the professional class, all the privileges in Group A must be purchased before you can purchase privileges in Group B. The privileges in Group A are limited - once purchased they are not replaced - however, the privileges in Group B can be purchased in any quantity you wish. The owning class can immediately start purchasing privileges from Group B
4. At the end of the game the individual's relative social capital within the group is assessed by the privileges they own.

Specific Instruction for the Banker Only

(do not read this to the group)

During transactions with players, the banker is allowed to discriminate in turns of class and gender to make the game more interesting and to help achieve the game's objectives.

The Official Exchange Rate for the Class & Gender Game

1 money card	=	2 status cards
1 status card	=	1 time card or 1 energy card or 2 potential cards
1 time card	=	1 energy card
1 potential card	=	2 time cards or 2 energy cards
1 privilege card	=	1 status card + 1 time card + 1 potential card + 1 energy card + 1 money card

Cost of Privileges

Group A:

Enough to eat	=	1 privilege card
A home	=	2 privilege cards
A good education	=	3 privilege cards
Good health	=	4 privilege cards

Group B:

Enough wealth to assure our own comfort for the rest of your life	=	1 privilege card.
Enough wealth to assure the comfort of your immediate family for the rest of your life	=	2 privilege cards.
Enough wealth to assure the comfort of your children in their adult years	=	3 privilege cards.
Leisure time for the development of your mind and body	=	4 privilege cards.
The career of your choice	=	4 privilege cards.
The "freedom" to do whatever you want	=	5 privilege cards.

Facilitator Notes

the education & gender game

Goals

1. To increase participants' understanding of the gender based dynamics underlying the attainment of an education by women.
2. To explore the dynamics of a context where the lack of both time and authority limit women's access to education programs.

Group Size

Each game requires a group of 7 players. The game is best played with three to five groups with 7 players in each group so that the different experiences of the groups can be compared and analyzed during processing. Up to 40 players can be accommodated in this way, but processing such a large number can be time consuming.

Time Required

Approximately one and a quarter hours depending on the number of players. Allow 5 minutes for giving instructions (it is important that the instructions should be very brief and should not exceed those outlined in the instruction sheet), 15 to 20 minutes to play the game, and 45 minutes for processing (longer depending on group size).

Materials

1. A copy of The Education and Gender Game Instruction Sheet for each participant.
2. A copy of The Exchange Rate Sheet for the individual in each group who has been designated as the Banker (a copy of this sheet should be made on newsprint and posted on a wall).
3. Each group of six players is given a packet containing the following specially produced cards:

24 money cards
56 labor cards
24 authority/permission cards
10 time cards
24 human capital cards

Human capital is what a female player achieves by gaining access to education programs. To obtain it they need to sacrifice time, labor and money, and get permission from males.

Time: Refers to the amount of free time a woman may allocate to getting an education.

Permission: In this game only males have the authority to decide what their female relatives (wife, sister and daughter) may do with their free time. Females need permission from males to engage in activities outside of the house.

Money: The cash or other exchange items needed to be able to attend an education program. It includes the purchase of labor and commodities that save "time" so that it can be used for educational activities.

Labor: The manual labor and other forms of work which must be done in order to support family and village life.

The cards are grouped into two "male" hands (those players in the role of men), four "female" hands (those players in the role of women), and one banker's hand.

Each of the female hands contains 17 cards:

1 time cards
12 labor cards
4 money cards
0 permission cards

Each male hand contains 11 cards:

3 time cards
4 labor cards
4 money cards
12 permission cards

The Bank exchanges cards with the players according to the official exchange rate and hands out the education credits. When people have collected one full sets of cards (one each of labor, money, time, and permission), they can exchange that set for 1 human capital card at the bank. The banker starts with the following cards:

24 human capital cards
24 money cards

4. Blank paper and a pencil for each participant.
5. Newsprint, masking tape, and a felt-tipped marker.

Physical Setting

A room large enough for the three to five groups to meet comfortably and independently.

Process

1. The facilitator divides participants into groups with 7 players in each group. One member of each group is chosen as banker and is supplied with the bank and the list of exchange rates.
2. The facilitator gives out the pre-prepared hands of cards to each group, reads the rules of the game, and verbally explains the exchange rates listed on the flipchart.
3. The task of the "female" players is to try to reach the level of education they desire. They do this by collecting full sets of cards (one each of labor, money, time, and permission). When players have collected a complete set of cards, they can exchange that set for one human capital card at the bank.
4. After about 15 to 20 minutes, the facilitator brings the groups together. He or she then processes what happened by

debriefing one group at a time. The other groups listen while one group is being debriefed. Any of the following questions may be helpful to use in the debriefing:

- ❑ What happened in your group? (each group should report out)
- ❑ How did the starting point/historically based inequality effect the outcome?
- ❑ How did the exchange rate or the way things were "valued" effect the outcome?
- ❑ What strategies did you try? What effects to they have?
- ❑ Did any of the groups try to change the rules? If so how/what happened?
- ❑ What kinds of feelings to you have about this game? Why?
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- ❑ In what ways, if any, can you use or generalize your experiences with this game?

The debriefing questions can be condensed or adapted to the context, but they should follow the sequence: Experience (E), Interpretation (I), Analysis (A), and Generalization (G).

the education & gender game instruction sheet

It is important that players be just given the minimum instructions necessary to start the game. The reason for this is to try to encourage players to be as creative as possible in the strategies they use to try to beat the "system." We suggest you read the instructions given below and then insist that players begin the game. Circulate among groups to answer questions that emerge as they play, but avoid the temptation to be directive.

The Rules of the Game

1. It is assumed that all the "female" players begin the game with no human capital (i.e., no education), but that they want to achieve some level of education (typically literacy and numeracy). The task of the "female" players is to try to reach the level of literacy they desire. They do this by collecting full sets of cards (one each of labor, money, time, and permission). When a "female" player has collected a complete set of cards, she can exchange that set for one human capital card at the bank.
2. The "men" play the role of maintaining their authority in the social system. They are the only players holding "permission" cards.
3. Players may only exchange cards at the bank at the official rate. However, they can negotiate a different exchange rate for transactions with other players.

Addition to the Game

Before starting the game, facilitators can discuss with the group the meaning of the term "human capital" and its connection with education. In many contexts, increased level of education increases the opportunities for higher paid employment. Out of this discussion, an addition to the game can be made to translate human capital into specific educational attainments. For example, the following chart could be developed to indicate the human capital needed to gain a particular level of literacy:

2 human capital card: Basic Literacy

4 human capital cards: Functional Literacy

6 human capital cards: Full Literacy

Education certificates for each level can be made and handed out by the banker when participants have accumulated the necessary amount of human capital.

The Official Exchange Rate for the Education & Gender Game

1 unit of time	=	4 units of labor
1 unit of labor	=	4 units of money
1 unit of money	=	16 units of time, or 1 unit of permission
1 unit of human capital	=	1 unit of labor + 1 unit of money + 1 unit of time + 1 unit of permission

Facilitator Notes

CRITICAL GAMES PLAYING CARDS

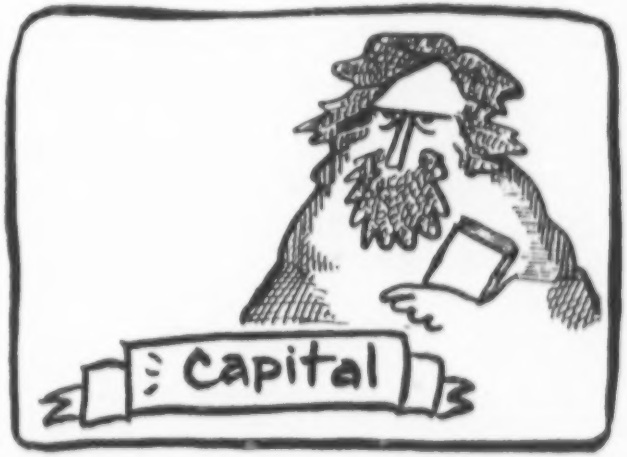
the growth game

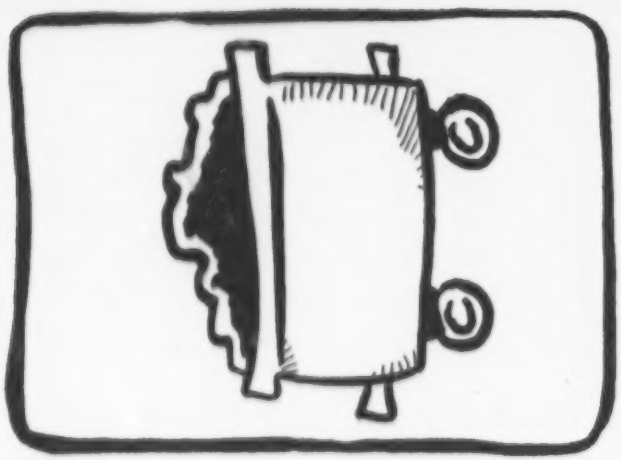
the power game

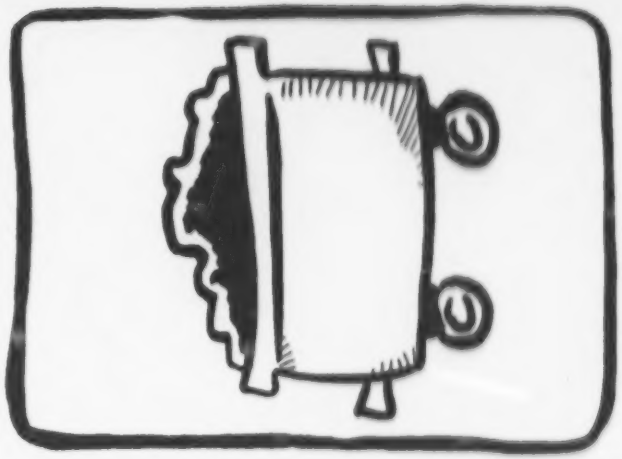
the class and gender game

the education and gender game

capital







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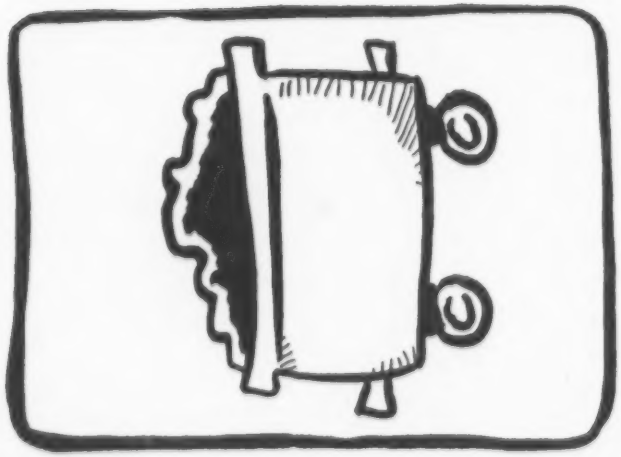

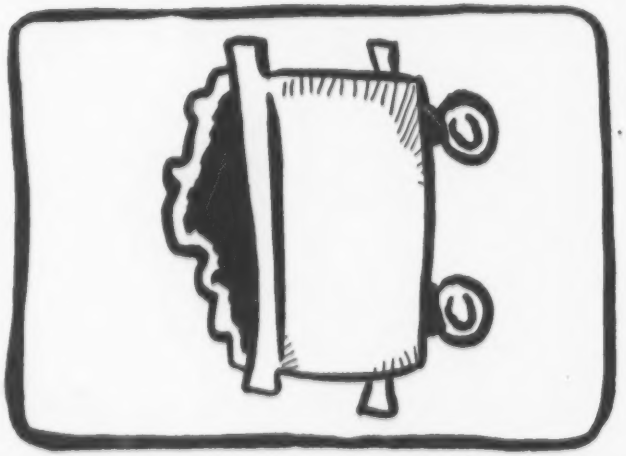

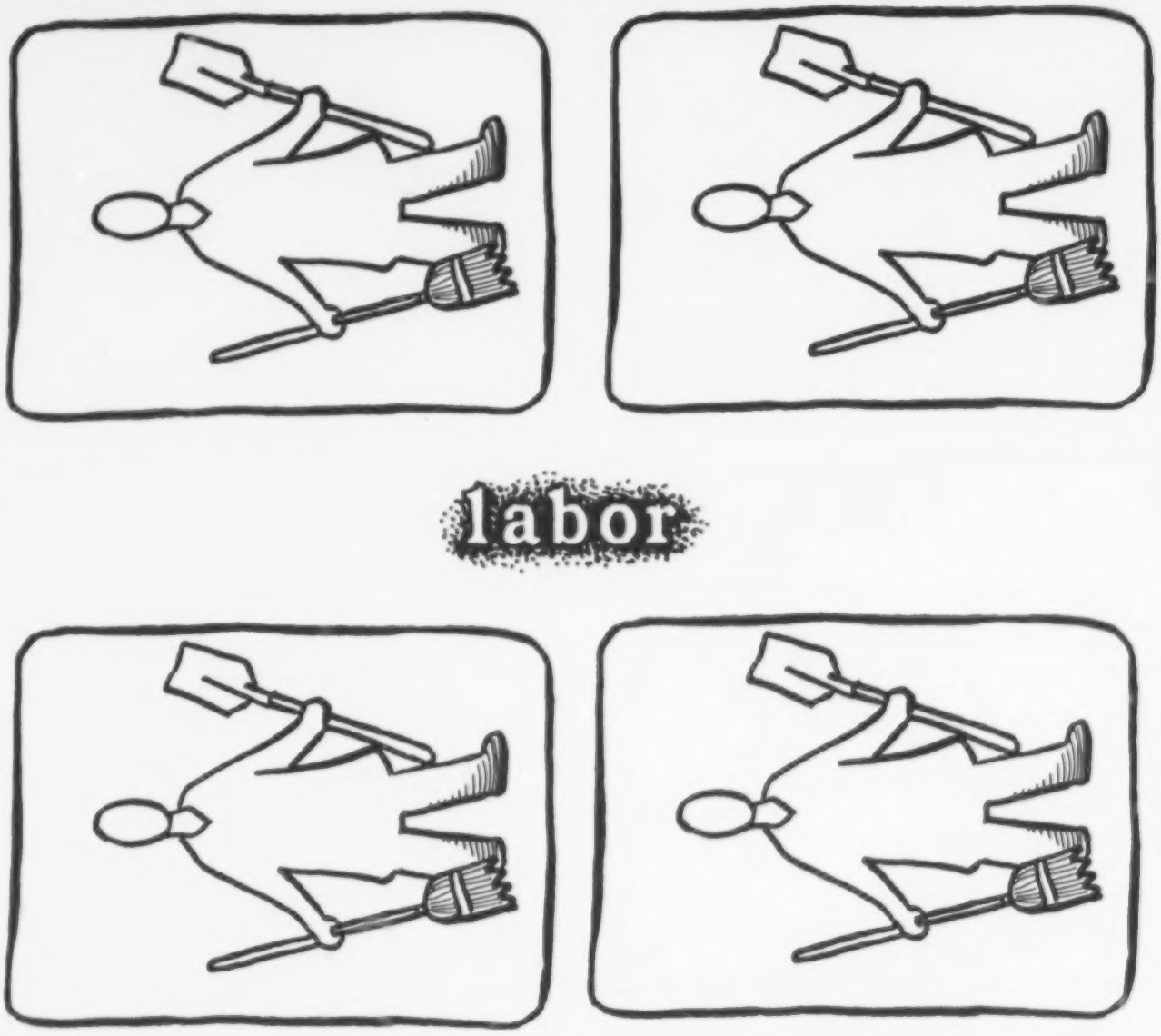
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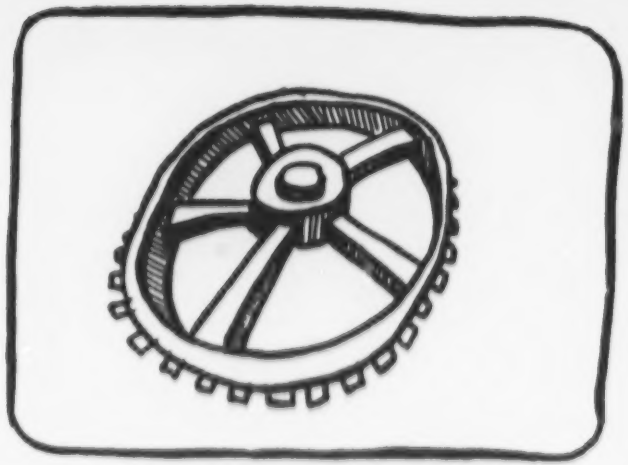

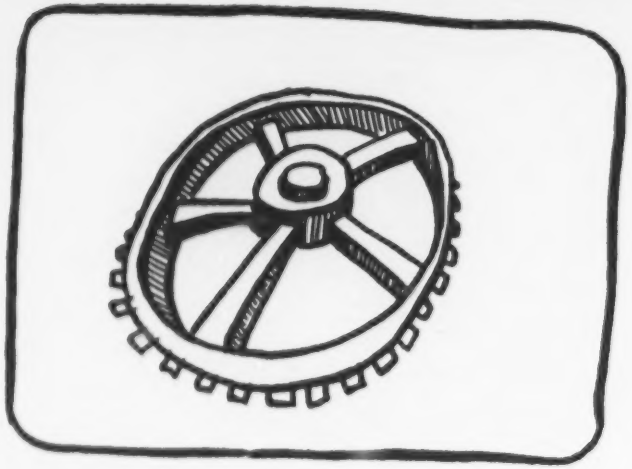

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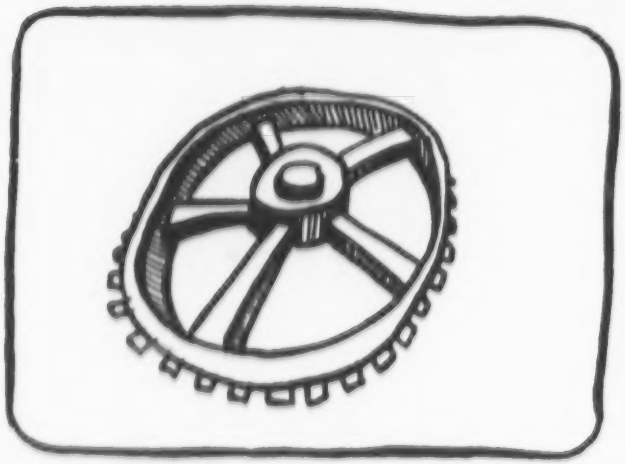

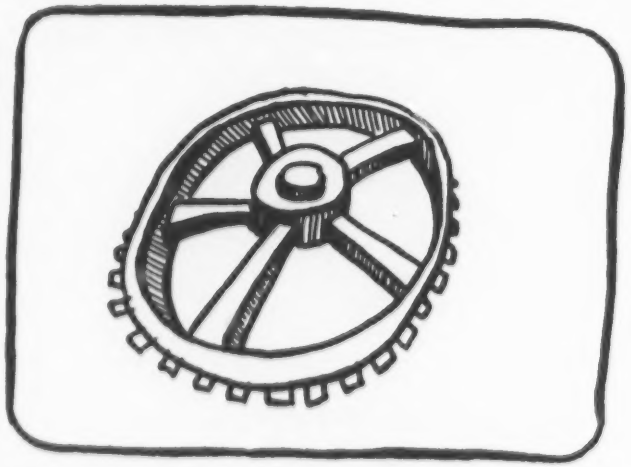

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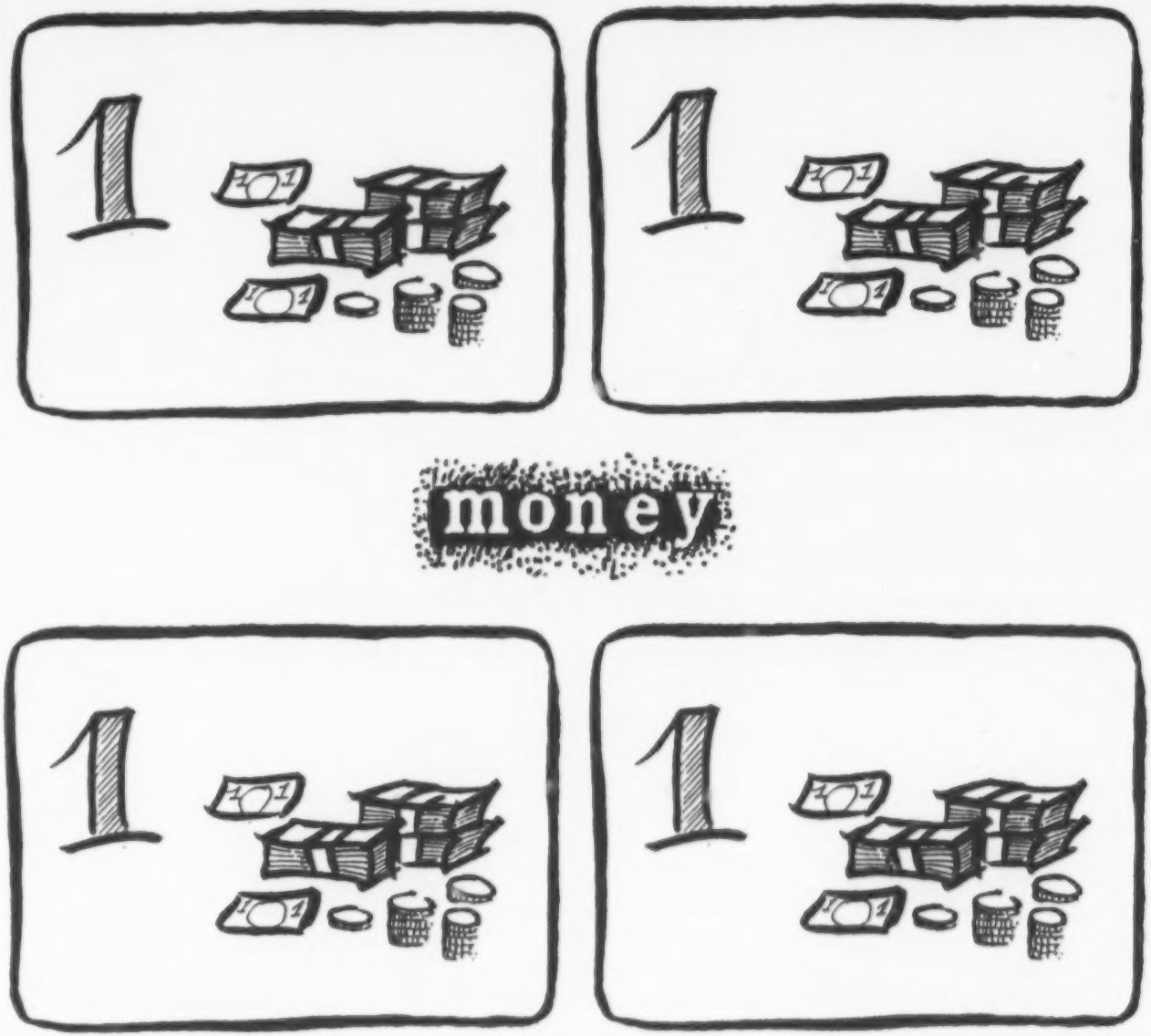
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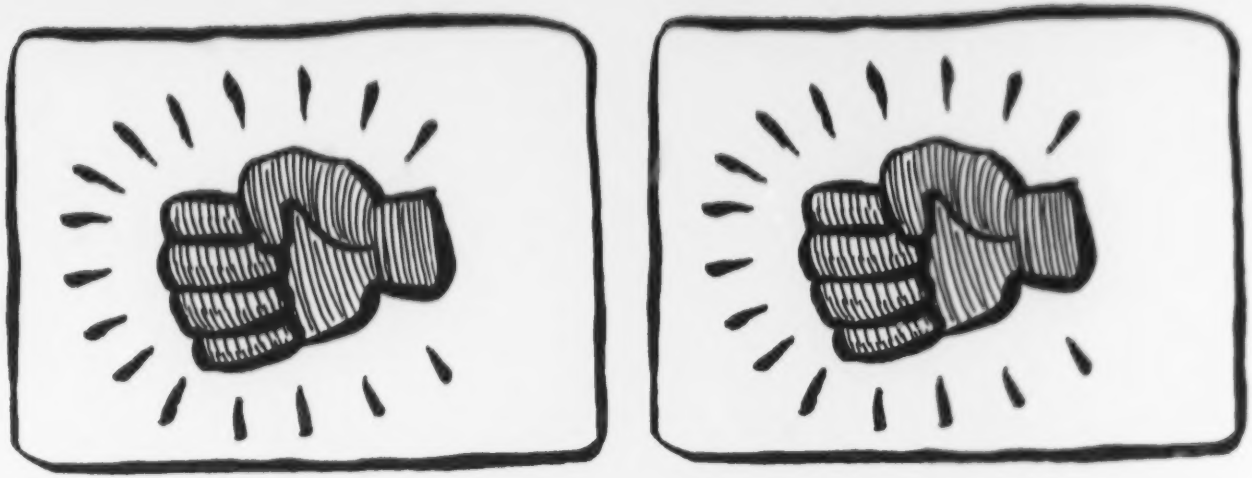

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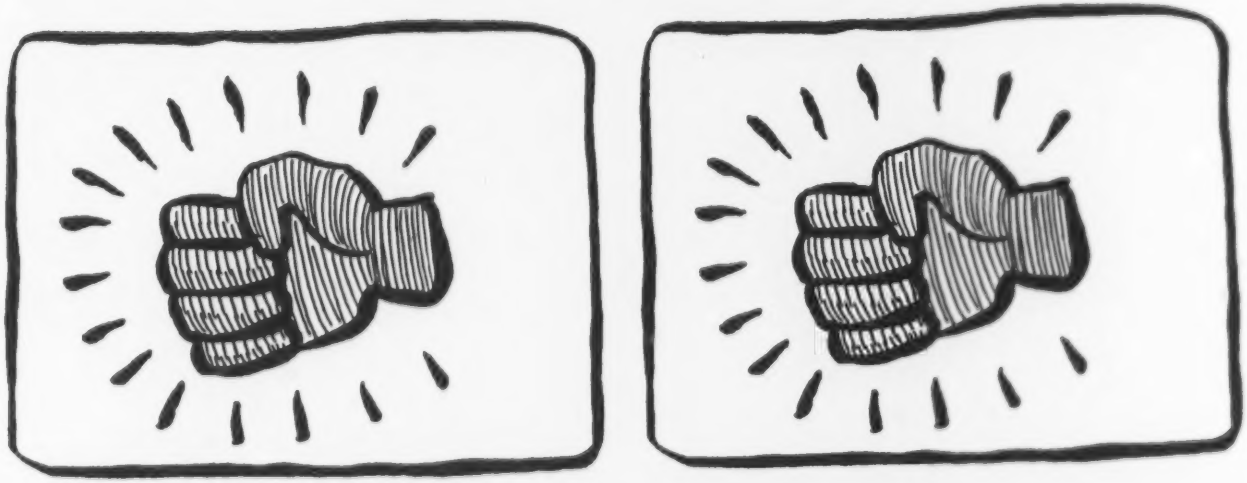

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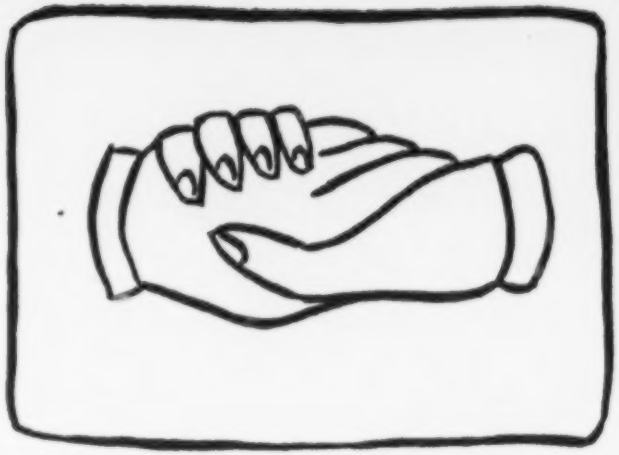

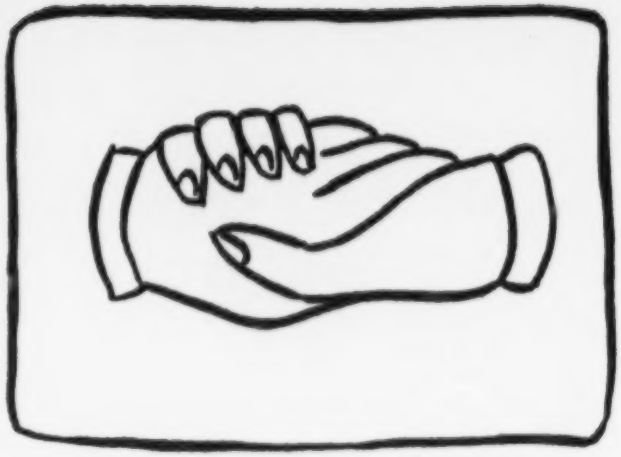

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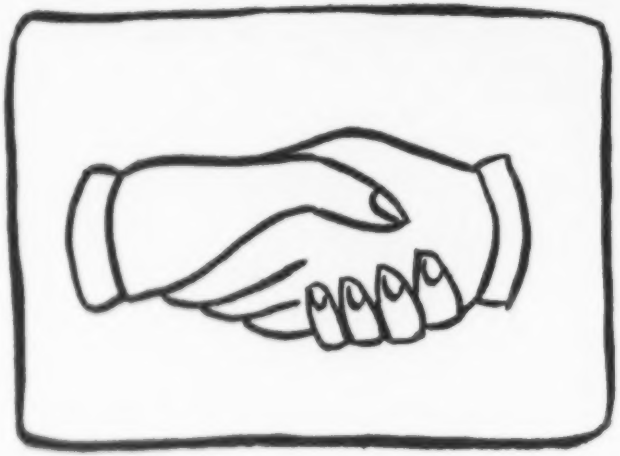

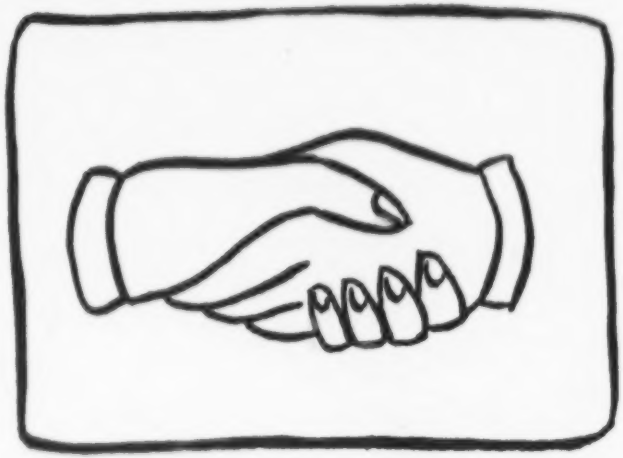

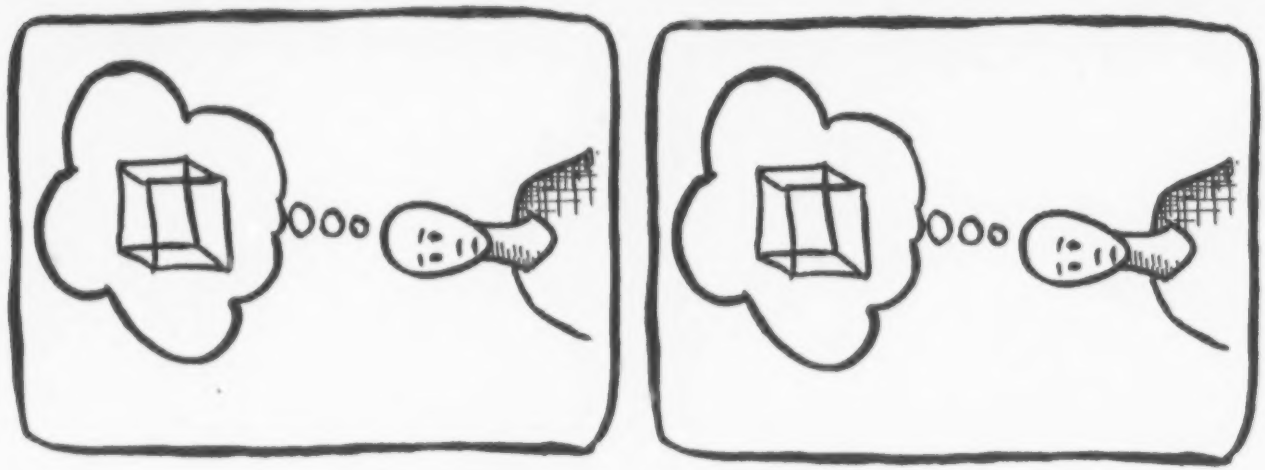

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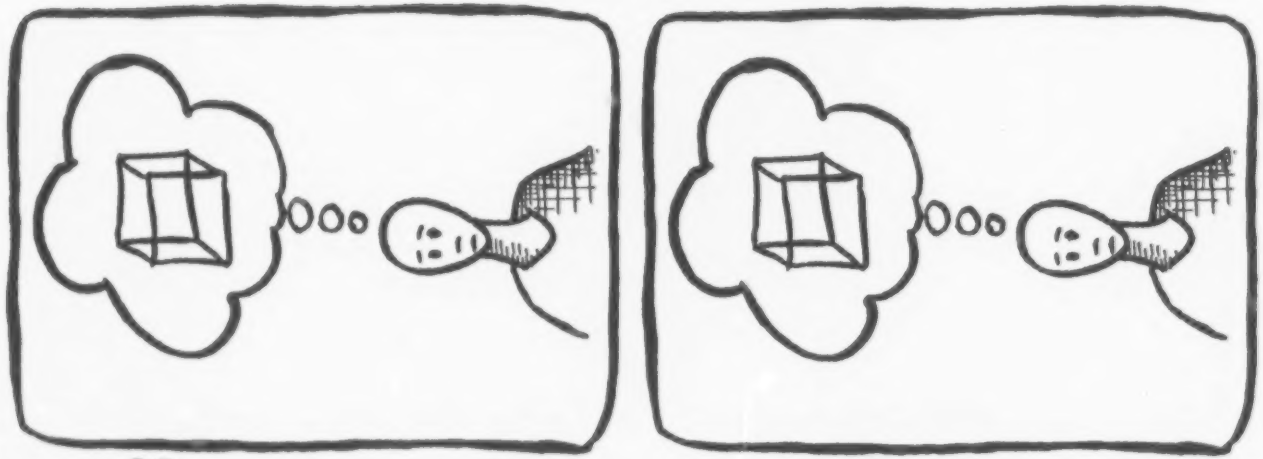

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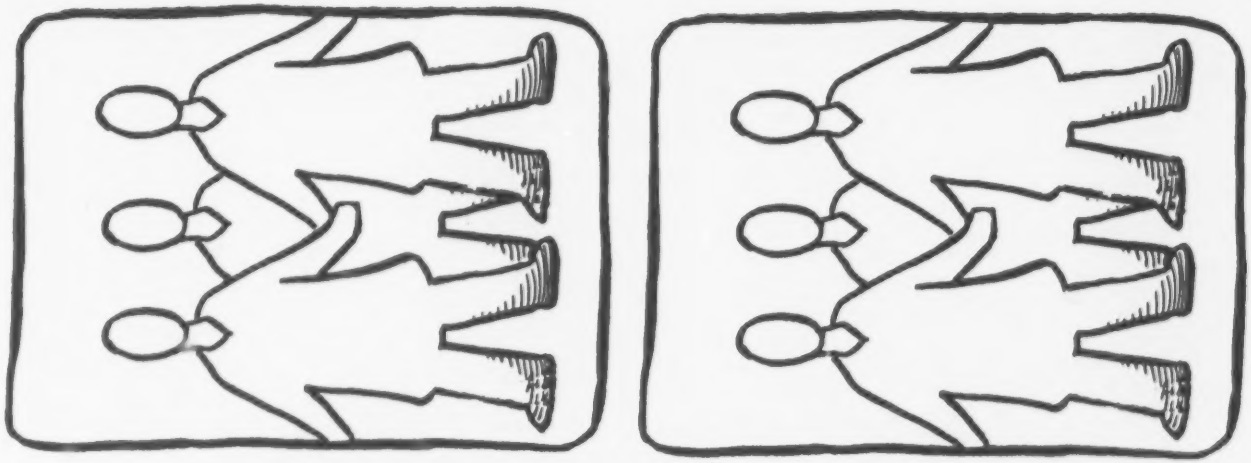

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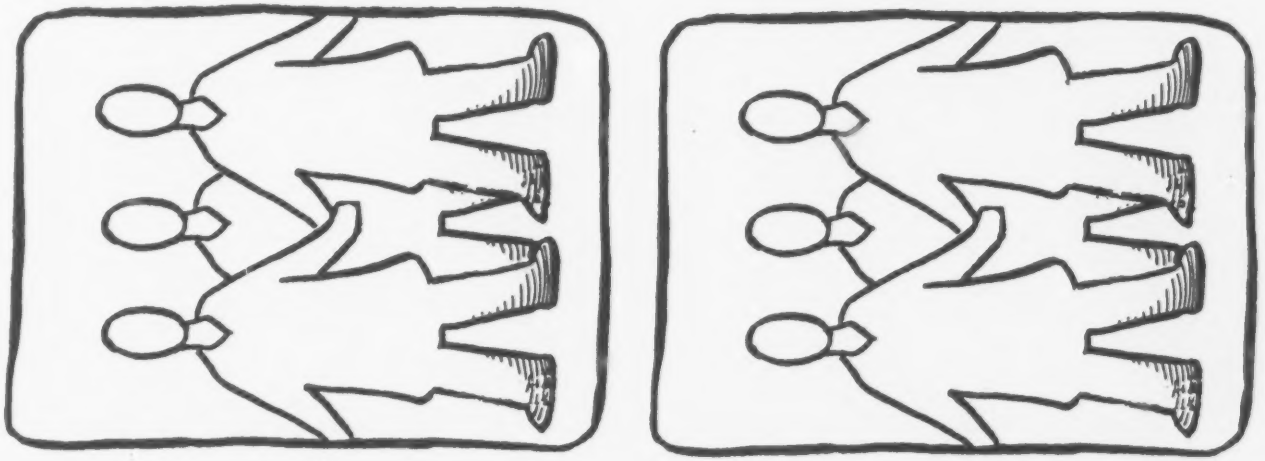

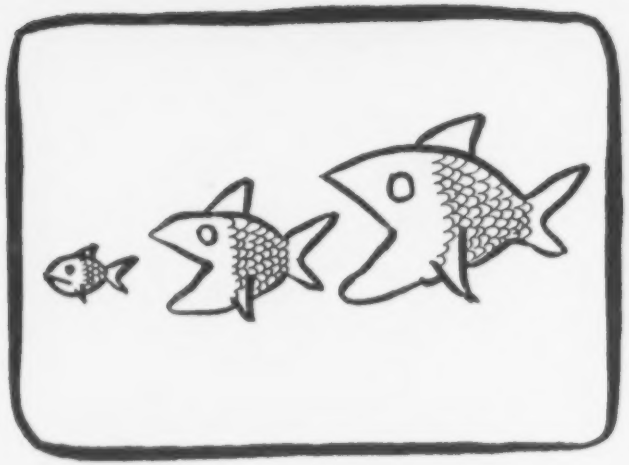

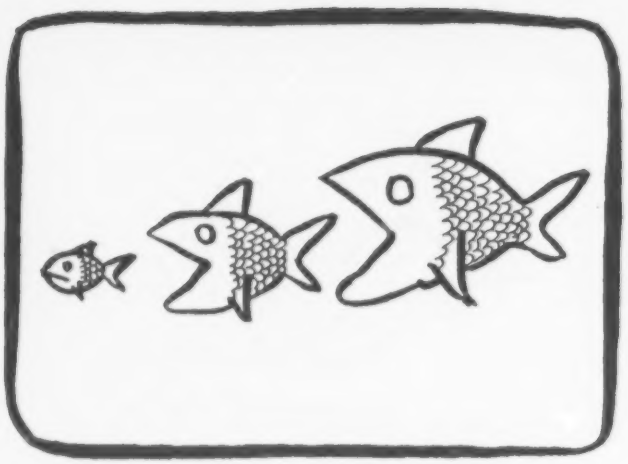

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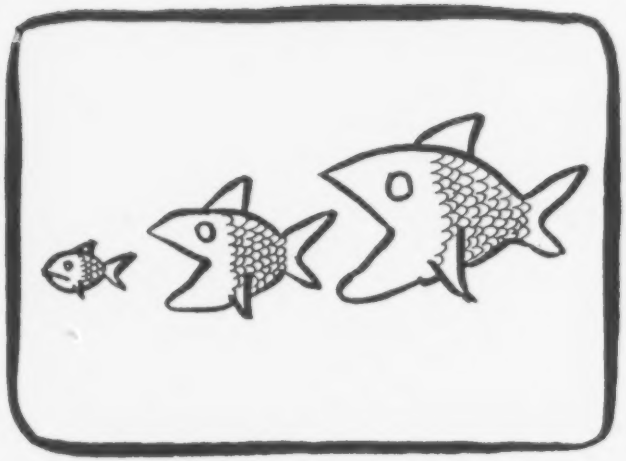

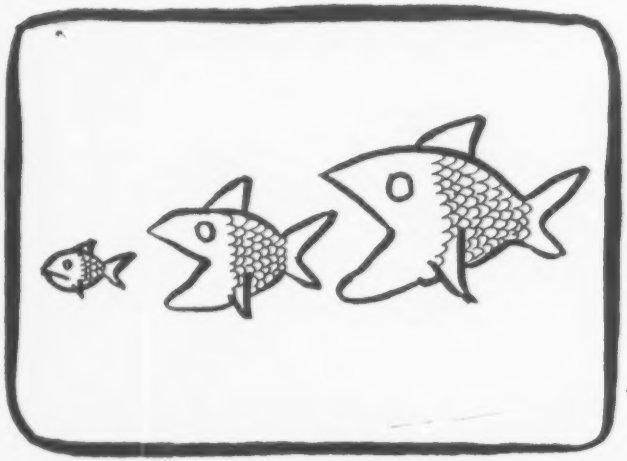

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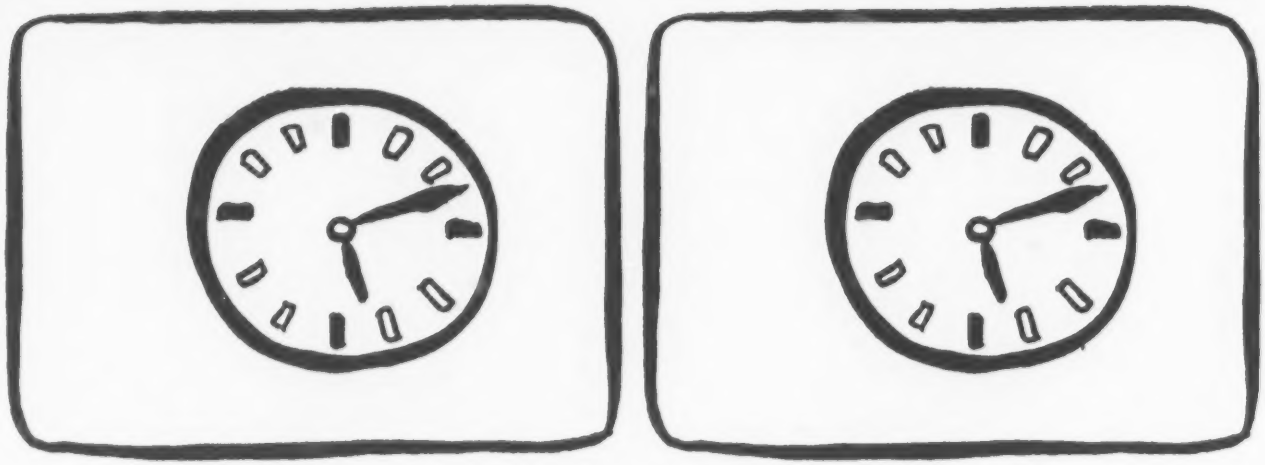

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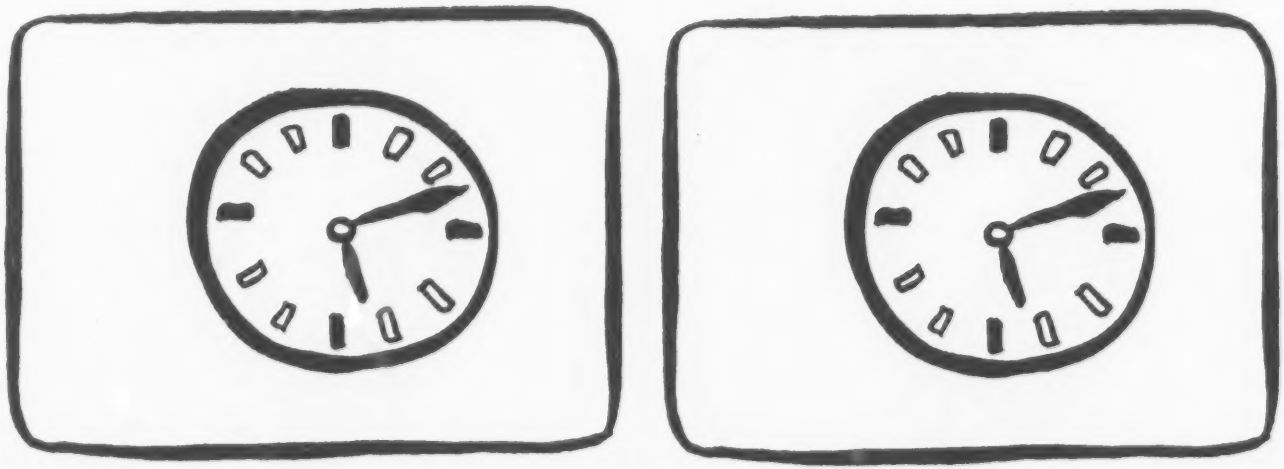

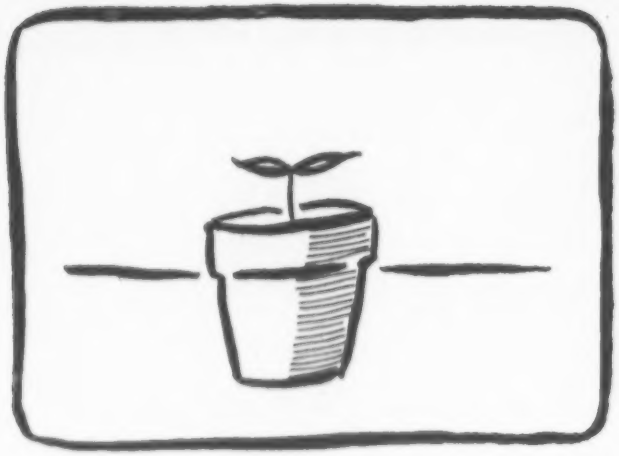

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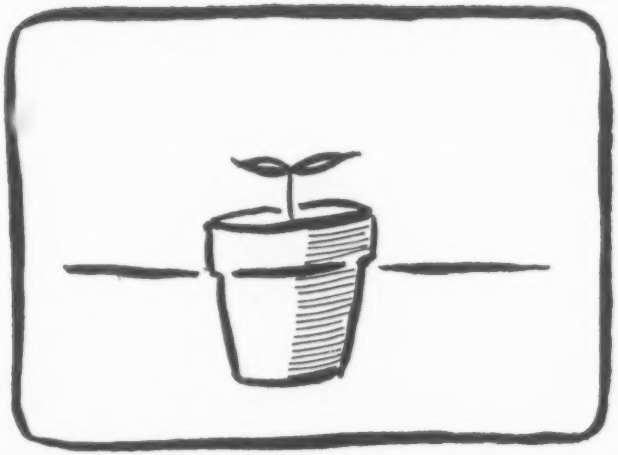

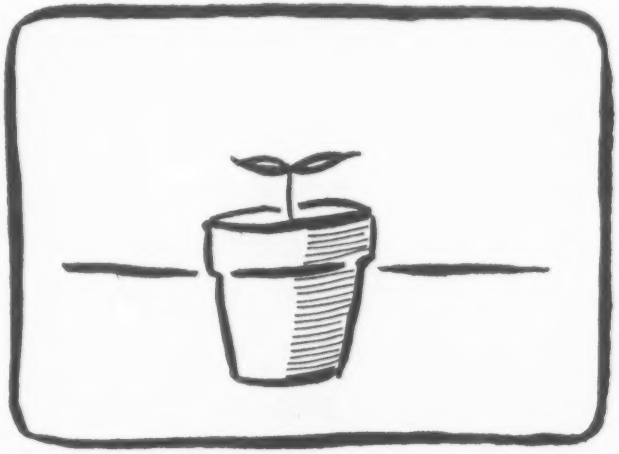

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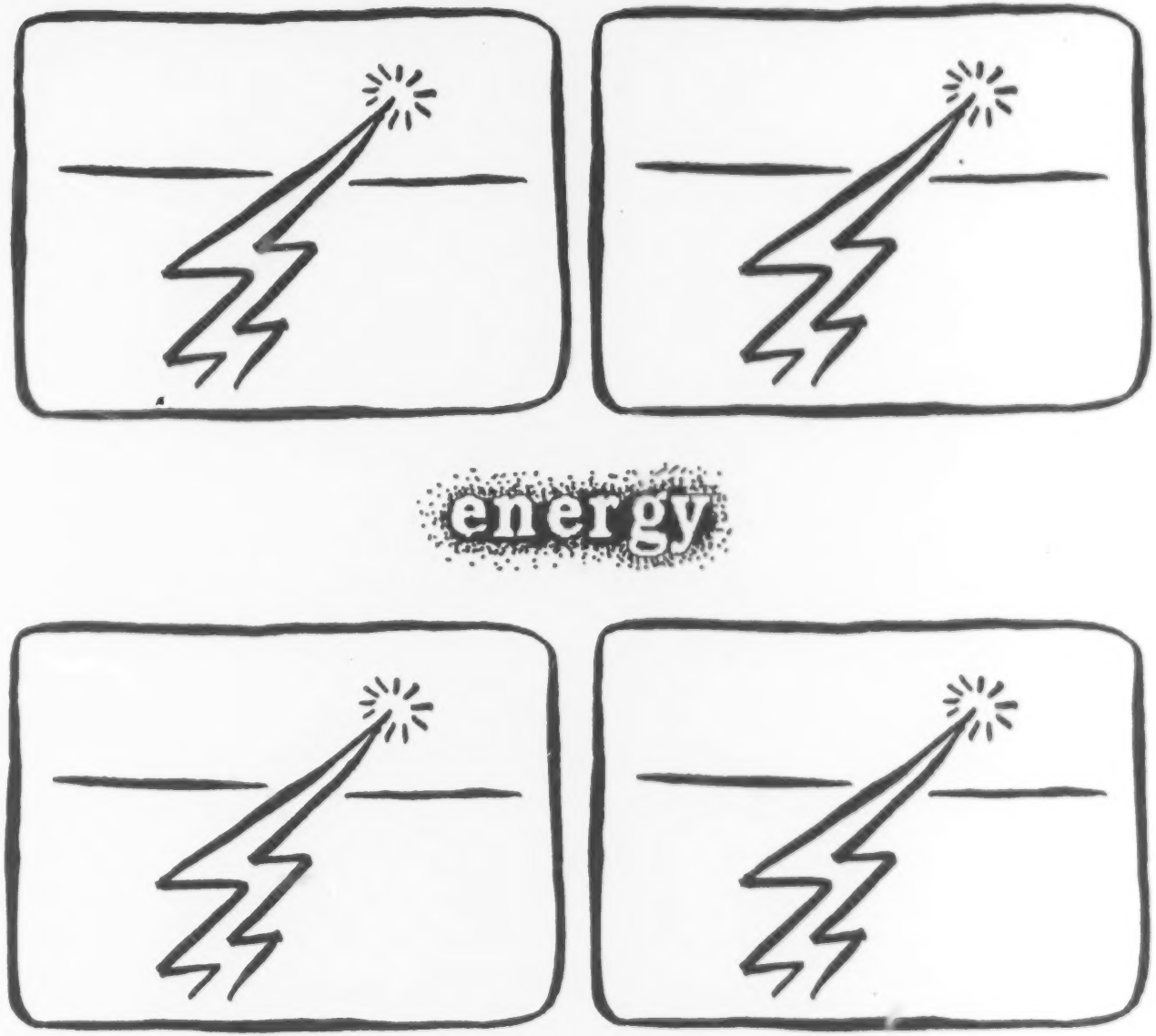
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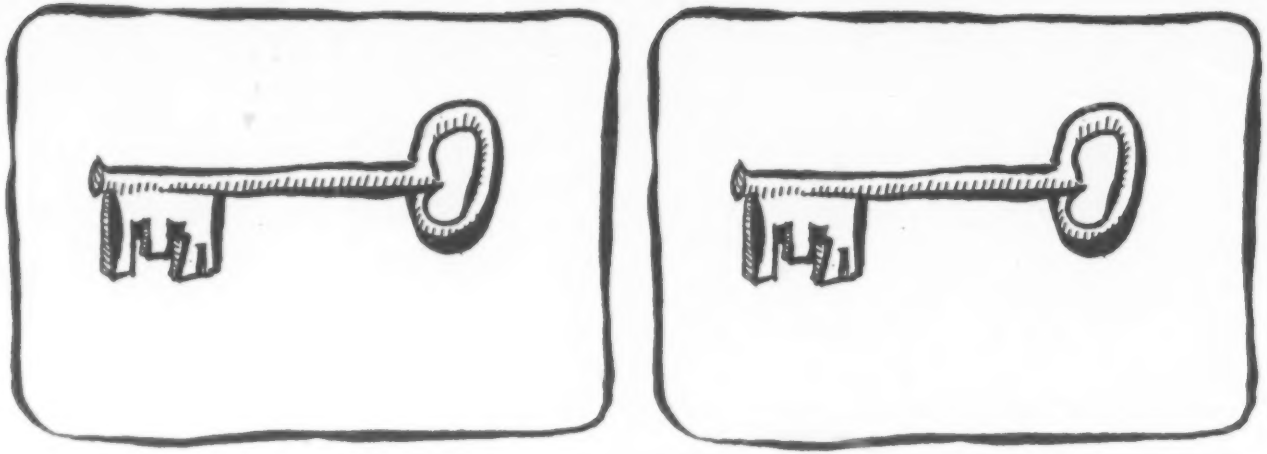
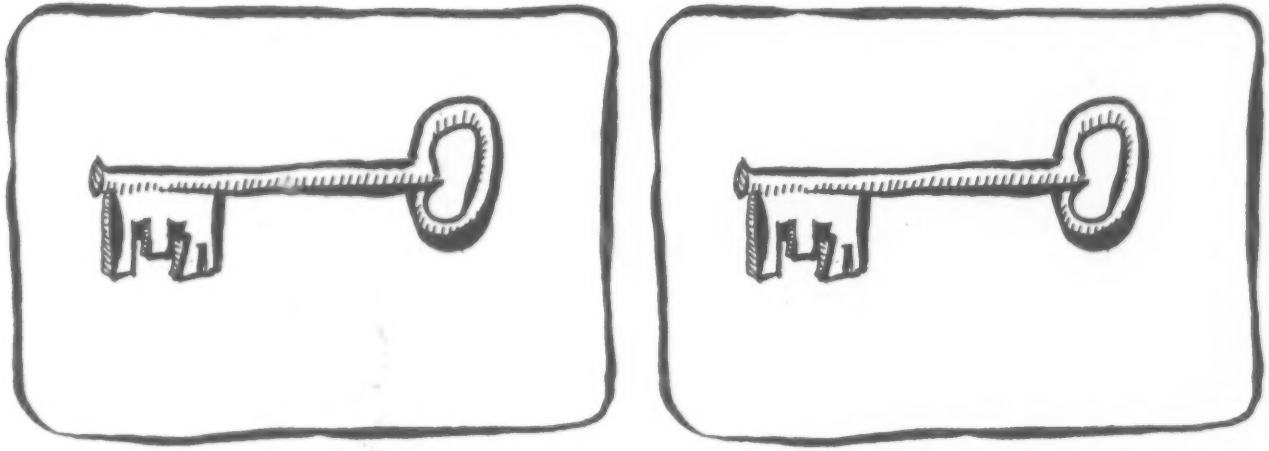


permission



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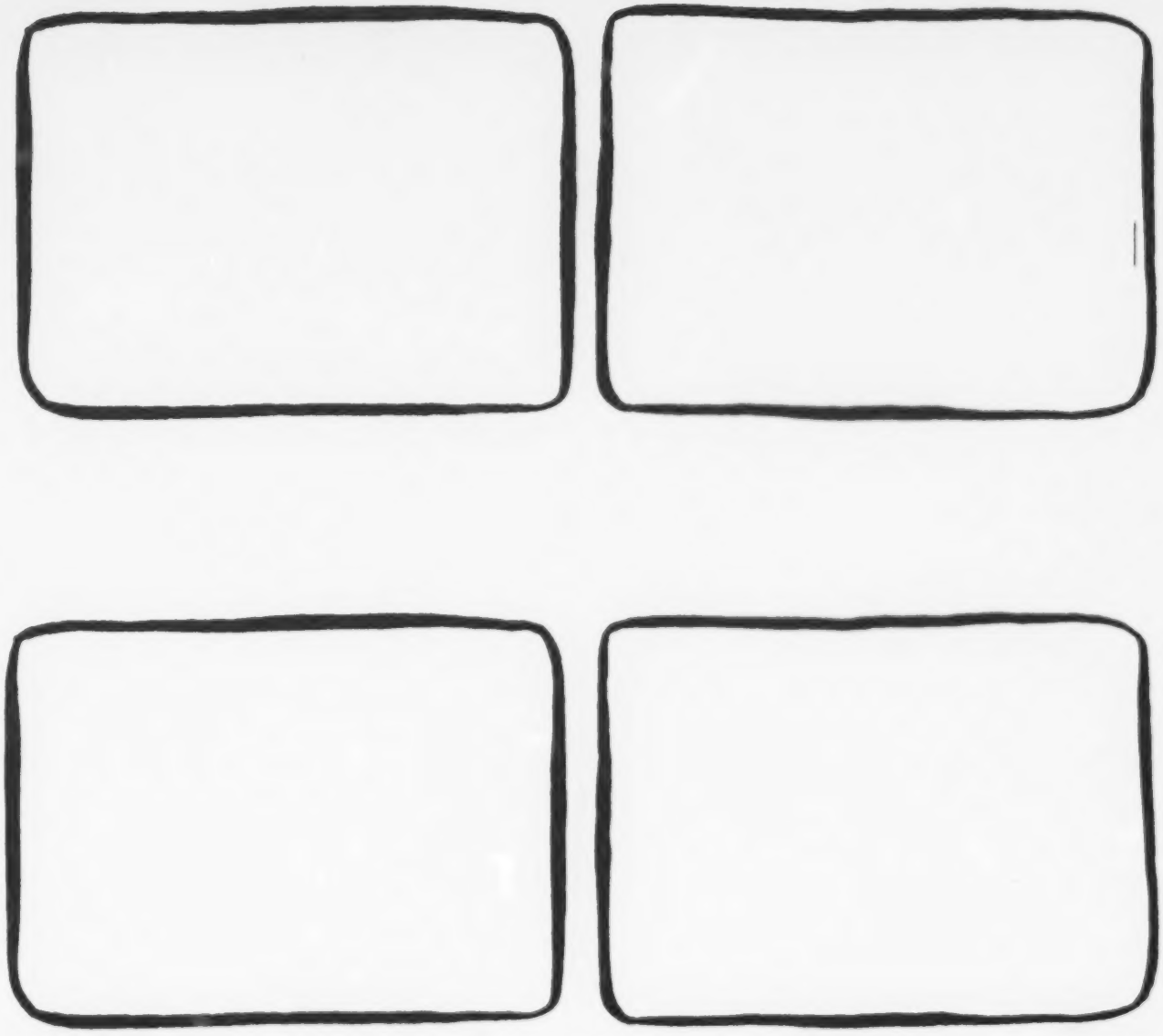

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ADDITIONAL RESOURCES

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Kolb, David (1984) *Experiential Learning: Experience as the Source of Learning and Development*. Prentice-Hall: Englewood Cliffs, NJ.

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Bigelow, William (1990) "Inside the Classroom: Social Vision and Critical Pedagogy." *Teacher's College Record*, Vol. 91, No. 3 (Spring): pp. 437-448.

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Lather, Patti (1991) *Getting Smart: Feminist Research and Pedagogy with/in the Postmodern*. Routledge: New York, NY.

Other Games Published by the Center for International Education ($2.00 each)

Conscientizacao and Simulation Games discusses Paulo Freire's educational philosophy and the use of simulation games for consciousness raising. (English and Spanish versions)

Hacienda describes a board game simulating economic and social realities of the Ecuadorian Sierra. (English and Spanish versions)

Mercado describes a card game that provides practice in basic market mathematics. (English and Spanish versions)

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Number Bingo details the use of the game "bingo" to teach basic numeracy skills in village situations. (English and Spanish versions)

Math Fluency Games describes a variety of simple games which provide practice in basic arithmetic operations. (English and Spanish versions)

Letter Fluency Games describes a variety of simple games which provide practice in basic literacy skills. (English and Spanish versions)

The Education Game describes a board game that simulates inequities of many educational systems.

Bintang Anda: A Game Process for Community Development describes an integrated community development approach based on the use of simulation games.

Game of Childhood Diseases describes a board game which addresses health concerns of Third World children.

Road to Birth Game describes a board game which addresses health concerns of Third World women during the prenatal period.

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